

Topic: American History/U.S. Immigration/ Extension in ESL

Grade Level/ Span: 10th to 11th graders

Language Proficiency: Advanced

Language Learning Strategies:

1. **Metacognitive:** a) Listening and b) Advanced Organization
2. **Cognitive Strategies:** a) Reading, b) Writing, c) Note-taking, d) Cause and effect relationships, e) Using graphic organizers, f) Imagery from text, and g) Using prior knowledge to make connections
3. **Social/Affective Strategies:** a) Questioning for Clarification and b) Cooperation

Materials:

- Student Language Learning Strategies Handouts
- Language Learning Strategies Chart
- Video Selection:
Documentary: *Island of Hope: Island of Tears*
<http://www.youtube.com/watch?v=qh5CWbTDsuQ&feature=related>
- Literature Selections
 - *The American People: Creating a Nation: The New Immigration: 1880-1900* (pp. 614-616), Gary G. Nash and Julie Roy Jeffrey
 - *The New Colossus* by Emma Lazarus
- Content Material
 - Pictures and artifacts from early immigration
- Graphic Organizers
 - Brainstorming /Cluster Chart
 - Prediction and Reading Comprehension Chart
 - Cause/Effect relationship Chart
 - Vocabulary Cards

Overall Goal/s of the Lesson: Students will participate in a series of activities in support of U.S. History and the history of American immigration with an extension in ESL. Students will work independently and in groups in order to utilize a wide range of learning strategies in order to further develop second language acquisition skills and to acquire content area knowledge. Language learning skills and methodology will be matched to Social Studies content area standards in order to promote academic language in both the ESL and regular education classroom.

Lesson Objectives: Students will: a) brainstorm and demonstrate prior knowledge by creating a cluster diagram about reasons for U.S. immigration, b) study immigration stereotypes by viewing and listening to the video *Island of Hope: Island of Tears*, c) make predictions, develop note-taking skills, and evaluate content for comprehension, d) evaluate cause and effect relationships and identify vocabulary words, and e) view and discuss content based material by utilizing a variety of language learning strategies.

1. Students will view a photo of early immigrants relocating to the U.S. to create a mental image of the types of people who came to the U.S. during that time and to speculate upon their reasons for the move. (cognitive strategy- imagery from text)

2. Students will create a cluster diagram based on previous knowledge pertaining to what reasons immigrants might have had to leave their homelands and explore what types of feelings they might have experienced. (cognitive strategy)
3. In small groups, students will read an excerpt from Emma Lazarus's poem, *The New Colossus*. Students will work to familiarize themselves to new content related vocabulary. Students will then work to interpret the meaning of the original poem by diagramming actual content vs. personal interpretation. (metacognitive strategy- advanced organization)
4. Students will apply selective listening strategies by viewing the video *Island of Hope* and sequence selected events and information. (metacognitive strategy – selected attention)
5. Students will read silently *The New Immigration: 1880-1900* and work to develop note-taking skills by completing the graphic organizer. Students will review initial predictions as a group based on the cluster diagram and revise them as needed from the reading and the organizer. Answers will be shared in a group setting. (cognitive strategy)
6. Students will demonstrate knowledge of cause/effect relationships by using verbs to express causation. (cognitive strategy)
7. Students will analyze through discussion history of immigration and make comparisons in accordance to an immigrant group that they are familiar with. (social affective – cooperation)
8. Students will conduct research on the new group discussed in class with the purpose of locating new information and create student-generated follow-up questions for comprehension and extension. (social affective strategy- questioning for clarification)

Instructional Procedures:

Set: Teacher will tell students that unit objectives are designed to focus on language listening, reading, writing, and comprehension strategies for content and acquisition. Students will be placed in groups of 2-3 participants. Teacher will show photo of early immigration and hand out cluster diagram to each group.

Warm-up:

1. Teacher will show photo of early immigration and ask students to predict reasons for relocation.
2. In groups, students will complete brainstorm activity by completing the cluster diagram about immigration in response to questions provided. (See handout)
3. As a class, groups will compare their answers for possible reasons for immigration.

Mini-Lesson:

1. Teacher will describe Language Learning Strategies in order to assist students with subsequent lessons. Teacher will read aloud Emma Lazarus's poem, *The New Colossus*.

Individual Application of Learning Strategies:

1. Students will watch and listen to the documentary film, *Island of Hope*. Students will complete handout through strategy of selective listening.
2. Students will silently read *The New Immigration*, complete an organizer, and answer questions in response to selective reading and note-taking.
3. Students will evaluate and correct conclusions from warm-up activity based on new knowledge from the reading.
4. Students will complete organizer to evaluate cause and effect relationships.
5. Students will respond to a writing prompt to demonstrate skills and demonstrate acquisition of language.

Team Application of Language Learning Strategies:

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1. In groups, students will reread Emma Lazarus's poem, *The New Colossus*. Students will work in groups to familiarize new vocabulary and interpret text.
2. In groups, students will analyze causes for immigration and make comparisons in accordance to a recent immigrant population with which they are familiar.

Closure: Teacher will review causes for early U.S. immigration and ask students to restate the main causes for it.

Evaluation/Assessment of Application and Effectiveness of Language Learning Strategies:

1. Discussion of Topic - informal
2. Selective Listening – formal
3. Imagery from Text - formal
4. Advance Organization – formal
5. Notetaking – formal
6. Questioning for Clarification – formal
7. Cooperation: formal and informal

U.S. History – Immigration Movement 1880-1900

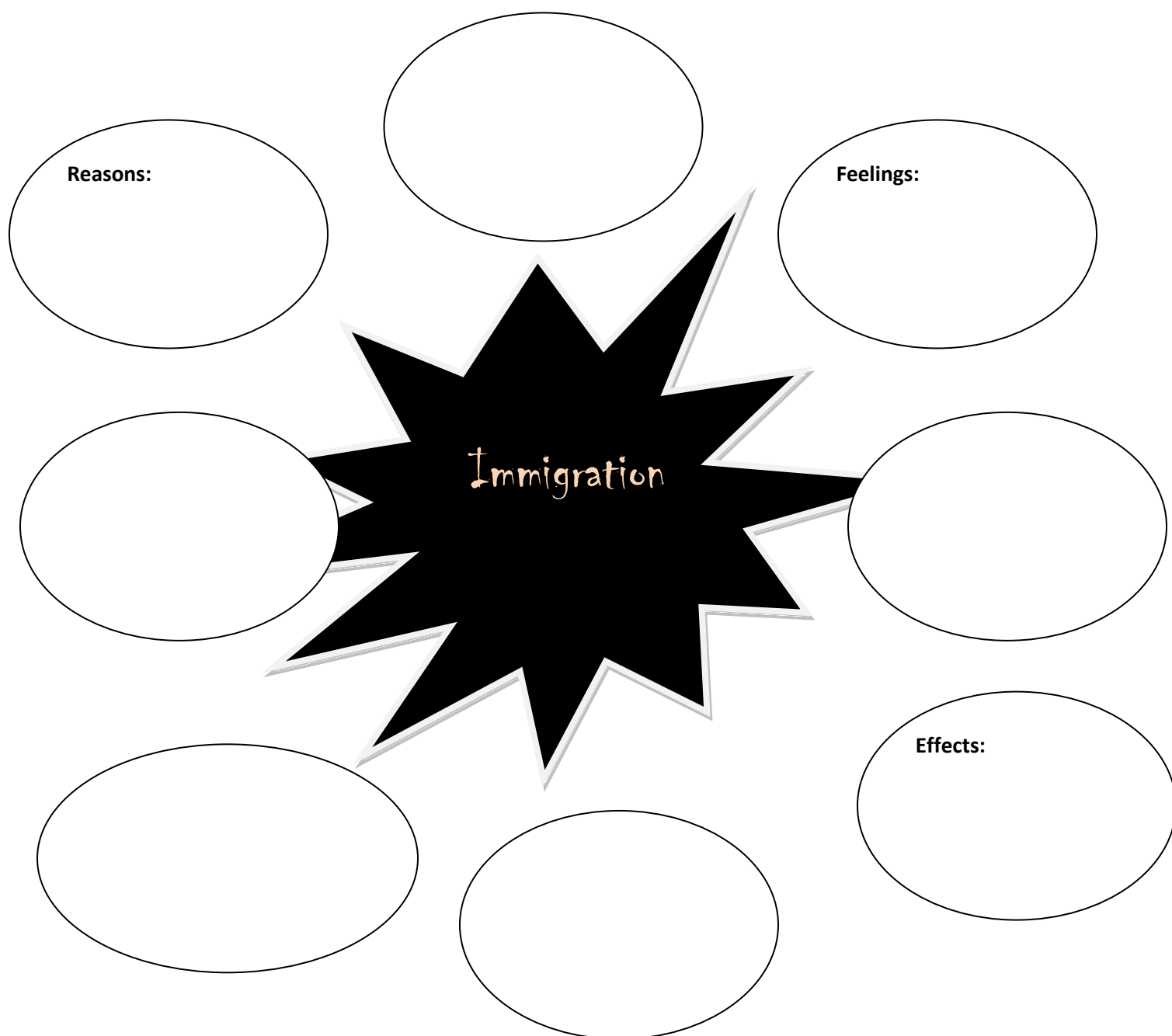


Immigration refers changes in lifestyle and culture on the part of the immigrants. What feelings and emotions do you experience as you look at this picture? What is your reaction to this picture?

Brainstorming Chart

Task 1: Complete the cluster diagram about immigration. In groups, consider the following questions:

1. What reasons might lead immigrants to leave their homelands?
2. What feelings do you think these immigrants might have experienced as they left? Do you think all immigrants share these feelings?
3. What effect do you think immigration has on immigrant personal lives and the families they leave behind?



Understanding Through Reading 1

Listen to the following excerpt from Emma Lazarus’s poem, *The New Colossus*. This poem is engraved on the bottom of the Statue of Liberty and it has been welcoming new immigrants to the United States since the late nineteenth century.

The New Colossus

*"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"*



Task 2: Reread the poem and underline any unfamiliar words. Work with your partner and find the meaning of the words you have underlined.

Task 3: What do you think Emma Lazarus is trying to say in her poem? Use the organizer below to compare your interpretation to the lines in the original poem. An example is done for you.

Original Poem	What you think it means
"Keep ancient lands, your storied pomp!" cries she with silent lips.	
"Give me your tired, your poor,	Your travels are over. Come here and live freely.
Your huddled masses yearning to breathe free,	
The wretched refuse of your teeming shore.	
Send these, the homeless, tempest-tost to me,	
I lift my lamp beside the golden door!"	



Understanding Through Listening

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Task 4: Watch the video *Island of Hope – Island of Tears*. Pay attention to the sequence of information. In what sequence do you hear the following sentences? Write the number 1 to the left of the first sentence as you hear it, followed by number 2 for the second, and so forth. The first one is done for you.

- There would still be questions on what food to buy for the railroad trip to Chicago. ____
- Here they sang their first American songs. ____
- I'm glad I'm here. It couldn't be any better. ____
- They gave us a tin plate with a fork and a spoon. ____
- Here they waited to be given permission to pass over to their new land. ____
- Europe had always lost its children to America. ____
- I couldn't understand English, not one word. ____
- Over 12 million men, women, and children passed this way. 1 ____
- In Eastern Europe, the government was taking boys to the army. And always there was the police, the persecutor of the Armenian, Slovak, and Jew. ____
- Clinging to their possessions they entered the great building and climbed the stairs. ____
- They separated the men from the women and children. ____
- For the vast majority, the process would last less than a day. ____
- Everybody was just standing and waiting to get off that ship. ____
- America did not want the burden of an unhealthy immigrant. ____
- At night, Ellis served as a dormitory for thousands awaiting a new day. ____
- A letter from a relative guaranteed they wouldn't become a contract charge. ____

Understanding Through Reading 2

The New Immigration: 1880-1990



Part I: Making Predictions

Task 5: So far, we have briefly discussed, read, and listened to brief explanations behind early American immigration trends. Before reading the article that follows about immigration to the U.S. from 1880 to 1900 make your own predictions about early immigration.

Who came?	
Why did they come?	
How did they come?	
What did they do when they arrived?	
Where did the immigrants settle?	

Part II: Note-Taking and Post-Reading Activity

Task 6: Take notes and answer the following questions as you read. Review your initial predictions and compare them to your answers in the post-reading activity.

Who came?	
Why did they come?	
How did they come?	
What did they do when they arrived?	
Where did the immigrants settle?	

Targeting Grammar: Cause and Effect Relationships

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Task 7: Cause and effect relationships are easily identified through expressive verbs. Study the cause/effect patterns in the following sentences and determine the causes and effects in the following sentences.

Original Sentence	Cause	Effect
Cheaper, faster, and better transportation facilitated the great tide of migration.	cheaper, faster, and better transportation	a great tide of migration
Friends and relatives in America encouraged others to follow.	encouraged others to follow	friends and relatives in America
Overpopulation, famine, and disease drove people to leave.		
Overpopulation and new land policies uprooted many European citizens to the United States.		
American railroad and steamship companies, eager for workers, lured potential immigrants.		
Opportunity in the “golden land” of America also wooed thousands to American shores.		



Independent Research

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Current Events: U.S. Immigration and Naturalization

Task 8: Visit the U.S. Department of Homeland Security U.S. Citizenship and Immigration Services page and answer the following questions:

Website: <http://www.uscis.gov/portal/site/uscis>

1. What are the eligibility requirements for applying for U.S. citizenship today?
2. How does an immigrant obtain a Green Card?
3. What qualifications must VISA holders comply with if they hope to extend their stay in the U.S.?
4. Do you think it is easier or more difficult to attain U.S. citizenship today than it was in the late nineteenth century?

VOCABULARY FLASHCARDS

alien

bedraggled

immigrant

expel

herded

stir

uprooted

naturalization

wretched

tempest-tost

woo

lure

huddled masses

facilitate

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